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THE MOBILIZATION OF NORTH AMERICAN STUDENTS FOR THE NEW WORLD DEMOCRACY

When Colonel House returned from Europe the last time he told President Wilson he was convinced that no peace would be adequate except a peace based upon the teachings of Jesus Christ. His own conviction strengthened by this report of his special envoy, President Wilson summoned to the White House the representatives of the Carnegie Peace Foundation, the World Peace Foundation, the League to Enforce Peace, The Church Peace League, and the Commission on International Relationships of the Federal Council of Churches, and enlisted their definite commitment to the task of working out a plan for the long dreamed of and prayed for Christian internationalism.

Practically coincident with the semi-official movement, which carries with it such tremendous potentialities, the Council of North American Student movements comprising the student Young Men's and Women's Christian Associations of North America, and the Student Volunteer Movement, projected and outlined a constructive program for the promotion of the voluntary study and discussion of the principles of Christ and the application of these principles to our national and international problems. At the recent Congress on Christian Education held at Chicago, the Council of Church Boards of Education, the Association of American Colleges, the Church Workers in State Universities, and the Conference of Church and Association Workers in State Universities, called by the Committee on Reference of the Cleveland Conference, identified themselves with this Campaign. It has also been endorsed by the Foreign Missions Conference of North America. In its scope and far reaching purposes it transcends any campaign ever before undertaken among the students of this or any country. Perhaps there would not have been faith sufficient for the undertaking except that earlier in the college year the students and faculties of the United States showed by their sacrificial offering of \$1,500,000 to the Student Friendship Fund their readiness and desire to make their contribution in a large way to the alleviation of humanity's sufferings and, if possible, to the curing of humanity's ills. In the words of Dr. Mott it was "designed to help prepare students for rendering the largest service in the years right before us. It likewise sounds the call to them to dedicate their lives to the vitally important task of helping to make a new world according to the ideals of Christ."

The objectives of the campaign are concisely stated in the following words:

1. Two hundred thousand students enlisted in study and discussion of Christian principles based on:
 - (a) The life and teaching of Jesus Christ.
 - (b) The need of these principles in the world today.
 - (c) The need of these principles in the inter-racial and social life of North America.

2. A call to decision for Christ and His service at whatever cost—on the campus, in the nation, in the world.
3. An adequate number of qualified men and women enlisted for the foreign missionary program of the Church.
4. One half million dollars for the foreign missionary program of the Church, and such funds as may be necessary to meet the need arising from the war situation in 1918-1919.

As to the manner of putting it in operation it may be said that state Institutes are now being held throughout the country in which the plan is presented to representative groups of students by chosen leaders and machinery is set up for forming study groups in every possible school and college. The faculty members and students who attend these institutes carry the message to their own institutions and become the local leaders in the enterprise. The typical institute opens with an address on "The Present World Situation and the Immediate Obligation of American Students, which is followed by a Leaders Training Conference and a Demonstration Group Session. The session closes with an address on "The World's Supreme Need." Among the courses which are suggested to the local groups are Bosworth's "Studies about Jesus," Sheldon's "Christianity, Democracy and Internationalism," Glover's "The Jesus of History," Murray's "The World Task of the Church in War Time," Soper's "The Faiths of Mankind," Rauschenbusch's "The Social Principles of Jesus" and Ward-Edwards' "Christianizing Community Life." The financial phase of the campaign will not be launched until next year, but student leaders are beginning to prepare for it. It will be one expression of that self-giving spirit which must be the result of all the study and discussions.

The courses are to be formally started on the 24th of February, the Day of Prayer for colleges and are to continue for and be completed in eight weeks. It is a specific student drive for a democracy which will be safe for the world. The rapidity and effectiveness with which the students are mobilizing is a striking indication of their sensitiveness to a great appeal and confirmation of the purpose and methods of the campaign. Already it is evident to thousands that, as has been suggested by Robert E. Speer in this special connection, "A great door and effective is open and there are many adversaries."

SUGGESTIONS FOR SELF-SURVEYS BY RELIGIOUS WORKERS IN STATE INSTITUTIONS

(These suggestions are in response to a request addressed to the Survey Secretary at the annual meeting of the Student Pastors' Association.)

A social and particularly a religious situation is so intangible that it is often difficult to explore it systematically or grasp it as a whole. Educated men have been accustomed to tolerate a degree of indefiniteness in the analysis and statement of a social situation which they would not for a moment tolerate in the measurement of land or in a bank balance or in the use of language. The ideas here presented are intended, therefore, to suggest a type of mechanical approach to a complicated situation, with a view to sharper definition of the social forces concerned.

I. Blocking out the Field.

A. Definition of institutions involved:

1. The university as an organization.
2. The local churches with Sunday schools, etc.

- 3. The Y. M. C. A.
- 4. Student pastors.
- 5. Student organizations.

B. Scope of the Field.

- 1. How many people in the entire university community?
- 2. How many directly connected with religious work?
 - a—does it include summer school?
 - b—does it involve daily contact?
- 3. How is the entire field divided among religious organizations?

II. Analysis of Student Body to be Reached.

- A. Educational gradations of various groups.
- B. Housing provision and economic status of students.
- C. Analysis by age, sex, proportion of new and old students.
- D. Prospective occupations of students.
- E. Social situation with fraternity distribution.

III. Facilities for Religious Work.

- A. Material available.
 - 1. Religious books for reference.
 - 2. Suitable pamphlets available.
 - 3. Religious organization.
 - 4. Special features involved. (Speakers, music, occasions during the year.)

NOTE:—Do you find this material adapted to each element in section II?

- B. Space available for religious organizations.
 - 1. How large and adequate is the space available for offices, consultation rooms, rest rooms, gymnasium, other purposes?
 - 2. Is provision made for continuous use or only partial use of available space?
 - 3. Is space provision permanent and owned by religious institutions or is it rented or loaned?
 - 4. Is the available physical basis adapted to sections II and III?

C. Religious Center.

- 1. What is the respective distance of local churches from the campus?
- 2. Are the religious forces on the campus scattered or combined in one building?
- 3. What steps will be necessary to effect a complete physical combination?

IV. Administrative organization of the Field.

- A. What interests are common to all organizations in the field?
- B. What interests are common to some organizations in the field?
 - (University and Y. M. C. A.
 - Y. M. C. A. and student pastor.
 - Student pastor and local church, etc.)
- C. What form of council or organization exists to co-ordinate activities in the field?
 - 1. Does it include all interests involved?
 - 2. Is it democratic, control being exercised in proportion to interest involved? (Relate this section to IV-A and IV-B.)

V. Actual Work in Operation:

Activities	Nature	How Often	Attendance	Aim	Results
a—meetings					
b—conferences					
c—instruction					
d—service rendered					
e—revivals					
f—co-operative					
g—other					

VI. Results of Activities:

Affecting	How evi- denced?	Tempo- rary	Perma- nent	Figures for	
				Cur. yr.	Period of yrs.
A—administration of school					
B—individuals.					
C—Church work					
D—Social work					
E—local community					

NOTE:—Care should be taken to apportion results clearly as between different organizations in the field. In what form is work reported to supporting constituency? Do results measure up to original aims and ideals of the organizations expending effort?

VII. Progress of the Field.

- Growth of the institution.
- Increased facilities for religious work.
 - Financial.
 - Physical.
 - Educational.
- Better co-operation and co-ordination of local forces.

VIII. Analysis of methods employed:

- State definitely all methods in use.
- Relate results (Section VI and VII) to particular methods.
- Compare methods with those employed in similar institutions elsewhere.

The above schedule, while it can be greatly elaborated, is a sufficient basis for stating definitely at a given time the main elements in a complex situation.

Careful statement of the facts in such a schedule would form a basis for projecting plans which are more convincing and intelligent than would otherwise be possible.